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ABSTRACT

This report describes the organization and process of shared decisionmaking at the Mountain View Intermediate School in Beaverton, Oregon. According to the author, involvement in the decisicnmaking process in this school is a matter of choice. The individual staff member may choose to implement decisions, become a permanent member of a decisionmaking body, or become involved in the process of making one specific decision. The four school committees (decisionmaking bodies) t which a staff member may become permanently assigned -- scheduling, evaluation, differentiated staffing design, and curriculum -- develop proposals, make revisions or alterations to proposals, and present them to a meeting of the administrative decisionmaking body for final decision. A related document is EA 005 060. (JF)

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SHARED DECISION MAKING REPORT

Written by: Dennis Becker
Mountain View Intermediate School
July 18, 1972

IA Decision making requires a great deal of time and effort outside of the normal school program. Not all teachers at Mountain View have the time or the interest that is necessary to commit if staff decision making is to be effective. Therefore, involvement in the decision making process is a matter of choice. The individual may choose to implement decisions, he may choose to become a permanent member of the decision making body, or he may become involved in the process on a specific decision. The individual chooses his level of involvement. Decision making is open to all staff, without regard to certification or the position held within the building.

A staff member may choose to keep his involvement in decision making at the level of implementation. All staff members implement decisions made by the decision making body. A staff member may choose to remain an implementor, but he is accountable to follow the decisions made by the group.

A staff member may choose to become involved in the decision making procedure as a permanent member of one of four committees. The committees are: scheduling, evaluation, D.S. design, and curriculum. These committees are formed at the beginning of each year. These groups are not autonomous decision making bodies. These groups have specific areas of responsibility and develop proposals within these perameters.* See Page 2, No. 3 of attached document No. 1. Proposals are then submitted to the Mountain View decision making body, which is comprised of the four committees.

A staff member may also choose to be an implementor, but may become involved in the decision making process as a voting member on a specific decision. A committee may publish its agenda, stating that it will be working on a particular issue. If an implementor is concerned, or desires to work on that specific

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proposal, he may join the committee as a voting member for work on that proposal, providing he is willing to commit the time necessary to follow the proposal through to a final decision.

At the beginning of each year priorities are established by the total staff, administration, or an individual staff member. These are then sent to the Steering Committee.* See Page 1, Section 1, No. 1 of the attached document No. 1 for an explanation of the Steering Committee. The Steering committee routs the priority to the appropriate committee. At this time, the committees commence work on one or more of the priorities. The committee publishes an agenda and a time line for work on a specific proposal. Any member of the staff may choose to join a committee for work on a specific decision. The committee develops a proposal which is then taken to the decision making body for feedback. The committee may then make revisions or alterations to the proposal and then present it to the total staff through the area groups for further feedback either oral or written. At that time there may be further need for revision, or the committee may schedule a meeting of the decision making group for a final decision regarding the proposal. After the final decision, all Mountain View staff implement the decision.* See flow chart on Page 5 of the attached document No. 1.

IB Mountain View received a federal grant in 1968 to develop its program of Differentiated Staffing. At this time, one of the guidelines that the district committee worked with was that the program should be developed on the building staff level. During the fall of 1969, all Mountain View staff received training in inter-personal relations and communication skills. At that time, the staff made the decision to make policy decisions by consensus minus ten per cent. Procedural decisions were to be made by two-thirds majority. A quorum of 80% of the staff was necessary to finalize a decision. At this time Mountain View staff consisted of 28-1/2 certified staff, 3-1/2 administrators, and 0 differentiated personnel. The total staff decided upon every aspect of the program that was to be implemented the following year.

In 1970-71, Mountain View attempted to follow the same procedure although the staff had grown to 31 certified staff, 4 administrators and 14 non-certified personnel. The total staff was unable to make decisions effectively. Many staff members resented spending great amounts of time in large group meetings where little was accomplished. Other staff members had no interest in staff decision making, and would have been more content to have others make the decisions regarding most issues and let them work within the classroom, which they say is their primary task. Decisions were being made by the administration and area leaders by default. This situation excluded a number of staff members that felt very strongly about staff decision making. In March of 1971 a proposal was made to the total staff to adopt our current decision making procedure, which allows each staff member to choose his level of involvement, and reduces the size of the decision making group to a point where decisions can be made effectively.

This past year, 1971-72, Mountain View's decision making procedure worked effectively, although we recognized some inherent problems. First, previously the procedure dealt primarily with Differentiated Staffing. Many other decisions, such as allocation of new staff, and building curriculum priorities were made by

the curriculum areas and area leaders. The decision making procedure did not spell out the many different realms and levels of decision making within the building. During the summer of 1972, a group met that developed a proposal to expand and clarify the existing procedure to encompass all decisions that are made at Mountain View.* See attached proposal, Document No. 2.

IC The major change that Mountain View made in the decision making procedure was that of differentiating the decisions making responsibilities. In the beginning a staff member was required to participate in the decision making aspects of the program. Currently a staff member may choose his level of involvement in the program. We believe that this more effectively utilizes each staff members individual talents and interests and, because of the smaller group size, allows staff decision making to function effectively.

The proposal that we anticipated adopting this fall, while being sweeping in scope, does not change the existing procedure to a great degree. The proposal basically recognized that there are many types and levels of decisions being made, and hopefully shows the individual staff member where he fits into the total process.

ID 1. The group designed the total program under which we operate, including job description philosophy, and remuneration scales.

2. The total group designed the decision making procedure that we have adopted.

3. The group made a commitment to adopt a philosophy of individualizing instruction.

4. The group designed the schedule Mountain View has used for the past two years.

5. The group has designed the Career Education program which we will be initiating next year.

6. The group has designed the teacher-counselor program which we will pilot next year.

IE The total staff is represented in the decision making procedure. There is no distinction made between certified, non-certified, or administrative staff in the procedure. Each staff member may choose his level of involvement in the procedure, either as an implementor or a decision maker.

IF The group is definitely a decision making group rather than an advisory group. Under the district guidelines a principal is responsible for his building. Mountain View operates within the scope of the district guidelines. The principal has veto power over any decision that is made within the building, although he has never used that power. At some future time, under a different administration, Mountain View may have to face the problem of an administrator who does not believe in staff decision making. The task of the current staff is to design a checks and balance system into our decision making procedure that will insure that this type of an administrator will not be hired at Mountain View.

IG A quorum of 80% of the voting members are required for a final decision. On a policy decision consensus minus 10% is necessary. A two-thirds majority is necessary to approve a procedural matter. Personally, I believe that the process that we go through before taking a vote is more important than the vote itself. Communication of divergent points of view, feedback, and needed revisions are made before the final vote is taken.

IH The definition of consensus, the strength of the majority, and the required quorum have not changed since the inception of the program three years ago.

II The membership of the decision making group is determined by individual choices. Any member of the staff who is interested and is willing to commit the time can become involved as a full participant in the decision making process. In addition, it is possible for a staff member who has chosen to be an implementor to become involved as a voting member on one or more issues throughout the year providing he is willing to commit the time necessary to follow the proposal through to a final decision. Membership is changed annually, although there is

some shifting during the year.

IJ Generally, each committee (ie curriculum, evaluation, design, scheduling) meets one morning a week from 7:45 to 8:45. The times as well as the frequency of meetings vary according to the work load of the individual committee. The total decision making group averages approximately one meeting every other week.

IK Most members of the permanent members of committees are relatively punctual. Interested members of the staff often sit in on committee meetings to give feedback or listen to the proceedings. One of the problems we face in the attendance of meetings is that there are conflicting meetings. A staff member may wish to attend two concurrent meetings. It then becomes a matter of priority with the individual and he must decide which meeting he will attend.

IL Mountain View publishes a weekly calendar of events. The meeting times and agenda are posted on this calendar. Also, the meetings are announced orally over the intercom. Time limitations are inherent sinc e most meetings take place before school. The chairman of each committee is responsible for communicating times and agendas for meetings.

IM Written minutes are taken and distributed as part of the "purple flood." Often minutes are also placed on a bulletin board in the faculty room.

IN Changes in Mountain View's decision making procedure are generally made in response to a specific felt need. We are clarifying and expanding the procedure to include all decisions made within the building. Other than this change, I feel that our decision making procedure fits our needs.

II.

a. Please refer to attached document No. 2, Pages 2-4. This document shows where decisions are made and the level of each groups responsibility.

b. The roles of participants are not differentiated within the process itself.

Membership on the decision making body involves the differentiation by choice of the individual staff member. He may participate, or he may implement.

c. Some decisions are better researched, have a better background of information than other decisions. For example, the decision to adopt a philosophy of individualized instruction was researced in several ways, including numerous visitations to other schools throughout the nation, and much study into specific methods of accomplishing the goal of individualization. On the other hand, our teacher-counselor program, which we will pilot next year was a decision that was made, I believe, with an insufficient amount of background information to make an effective and high quality decision.

d. Most participants have attended workshops in communication skills and inter-personal relations. Other than that there has been little, if any preparation for decision making.

e. All members of Mountain View staff have received at least some training in communication skills. Many members of the staff have been trained in force field analysis.

f. The training in communication skills consisted of the techniques of paraphrasing, perception checks, group dynamics and other skills with an emphasis on effective decision making.

The force field analysis training consisted of large doses of input and simulating the solving of theoretical problems.

g. Cecil Bell, University of Washington Communication Skills
Bill Alridge, Evergreen College, Tacoma, Communication Skills
Bob McIlroy, Lewis and Clark College, Portland, Ore., Communication Skills
Sue Buhl, Portland, Oregon Force Field analysis.

h. The training materials in communication skills were developed by the individual consultant. They consisted generally of activities designed

to promote the internalization of communication skills.

The training in force field analysis consisted of studying the philosophy and method of Research Utilizing Problem Solving.

i. I feel that training in communication skills with prime emphasis placed on group dynamics is essential to any staff considering decision making. Without this training, I feel that most groups tend to become inefficient and the time required to make even simple decisions becomes unrealistic. I do not feel that the training we received in force field analysis has contributed to the efficiency of decision making at Mountain View.

1. This is an area in which Mountain View has made a regrettably poor showing. Previously, we have spent very little time orienting new staff to either the history, philosophy, or decision making aspects of the differentiated staffing program. We recognize this as a major problem, and will definitely provide orientation to staff members this fall, although the procedures have not yet been established.

III A. There are members of our staff who believe that decision making takes too much time. These staff members generally choose to "implement" the program, rather than become involved in the decision making process. Those staff members who choose to become involved in the process feel that the time spent in reaching an important decision is justifiable.

B. The definition of "trivia" that I will use is that time spent in other matters that does not directly relate to the task at hand. I "estimate" 15%.

C. I believe that most meetings that are held are basically task oriented. I think that this is facilitated by the fact that meetings are generally held before school. With this built in time limitation and the fact that there are many decisions to be made, most staff members feel a sense of urgency that promotes efficiency.

D. 1. The written explanation of the procedure needs to be simplified and and clarified.

2. New staff should receive a much more thorough introduction to the procedure. Information has to be more effectively transmitted from the decision making group to the implementor.

3. A check and balance system has to be built into the decision making model. Currently, the decision making procedure is dependent on the "good faith" of the personnel involved. This works effectively now. A some time in the future, it may be relatively easy for a small group of individuals to thwart the whole procedure. This is a weakness that should be remedied at the present time.

IV A. A copy of all decisions are sent to the principal. A copy is also placed in each teacher's mailbox and the implications of many decisions are discussed in total faculty meetings.

B. One of the biggest problems is that teachers fail to read the material in their boxes and therefore do not feel the close communication that should exist between the "implementor" and decision makers. Second, it is difficult to explain the importance of a specific decision if the staff member was not present to hear the discussion. The need for additional explanation is always present.

C. The decision making procedure is based on trust. If a staff member chooses not to become inolved in the decision making process, that is his prerogative. This does not exempt him from implementing a decision, if he happens to disagree with it. This is a basis assumption that all understand. We have not had to face the issue of a staff member refusing to accept responsiblity for a decision that has been made. Again, this is a problem that we may have to face at some future date when the personnel

of the building changes. I feel that one of our future tasks is to build accountability into not only decision making, but into our total program.

A. 1. The quality of decision that is reached by a group of knowledgable people is often better than if it were made by one person.

2. I believe that teachers feel much more commitment to a decision that they were personally involved in. A teacher will work much harder to see that a decision he was involved in is successful, than he would for a decision that was imposed upon him.

3. The staff of a building can feel the pulse of the community, and assess student needs, and design more effective programs than a person who is not in daily contact with the student and the day to day problems of teaching.

B. 1. The greatest constraint is time. Shared decision making requires a great deal of additional time and effort among those involved.

2. The need to communicate and receive feedback from all staff members before a decision is made is a problem. In order for all staff to feel committed to a decision they must have the opportunity to give their viewpoint. This process takes a great deal of time, but is necessary if all staff are to accept the decisions.

3. Not all staff fully understand the decision making process. They do not feel that they then have an effective voice in the process.

4. Staff often lack a continued commitment.

5. Some staff do not feel that shared decision making is really valuable.

C. I feel that the strongest feature of decision making approach is that participation in the process is voluntary. This allows any staff members who wishes to participate. It also keeps the group size down to a manageable

size where efficient decision making is possible. The procedure also eliminated any feeling on the part of a staff member that in his opinion will not be heard.

Another very strong feature of the procedure is the actual process an idea or proposal goes through to become a final decision. This process insures that the proposal receives full examination and revision from many points of view before becoming final.

D. I definitely feel that the effectiveness of decision making is heavily dependent upon the principal. The principal must have trust in his staff, must be able to delegate authority, and must be flexible enough to back a staff decision although he may be personally opposed to the decision. Shared decision making would not work with an authoritarian principal. For this reason it is imperative that the building staff have an integral part in the selection of new administrative staff.

VI * See Document No. 1, Page 5.

VII A. I feel that the decision making group would benefit by learning skills of program evaluation in order to be able to more effectively judge which programs need improvement, and where the strengths and weaknessess lie. All staff should have periodic refresher training in communication skills. Individual members of the group should have an extensive training in various current trends in education to bring fresh ideas into the program.

B. I feel that training in group dynamics and communication skills are essential if a shared decision making process is to be successful.

VIII I would be happy to clarify or expand on any details or answer any other questions you might have.

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DECISION MAKING PROCEDURE FOR MOUNTAIN VIEW SCHOOL

Mountain View school, being a part of School District #48, has certain existing paramiters in which it must operate, before any D. S. decision-making pattern or operational plans can be designed and adopted, accountability must be incorporated. This is determined by district fixed policies and procedures. Building administrators are ultimately responsible for personnel, curriculum, students, policies and operational proceudres within a school and all decisions made by the D.S. staff must have the principal's approval.

Because of these fixed policies, the D.S. philosophy, and the time element required for some quick decisions to be made, it is proposed that an eight-member steering committee be established. On-going members of this committee shall be: principal, vice-principal, instructional coordinator, director of guidance, and a method specialist. Additional members shall be: one area leader, one staff teacher, and one classroom assistant with a year's minimum staff experience. They (the additional members) shall be selected yearly through application and election by the Mountain View staff.

SECTION I - RULES AND REGULATIONS

1. The steering committee, being a filtering committee, shall have no veto or tabling power. It shall act as an information assimilator and disseminator.
2. As the need arises, the steering committee will designate those procedures and policies which should be specifically D.S. staff responsibilities and/or these which should be administrative responsibilities.
3. This committee shall accept and disseminate, to the D.S. staff, proposals by any individual or group.

SECTION II - CANDIDACY APPLICATION PROCEDURE

1. All applications for the steering committee shall be submitted to the principal.
2. A ballot form must be presented to the voting staff the 3rd Monday of May. Successful nominees and D.S. staff must be notified before the 4th Monday of May.
3. A candidate must receive a majority of those voting to be elected.

SECTION III - OPERATIONAL PROCEDURE

1. Regular meetings shall be held (weekly).
2. Emergency meetings may be called at the discretion of the principal or the steering committee.
3. At least 6 members of the steering committee must be present to make decisions or designated responsibilities and at least 5 must agree to constitute a decision.
4. A ditto copy of all designated responsibilities will be prepared for D.S. staff.

PART I

1. Every member of the Mountain View Staff is an implementor of the total Differentiated Staffing program.

2. Any member of the staff may choose additional areas of responsibility outside of implementation of the total program.

DECISION MAKING PROCEDURE FOR MOUNTAIN VIEW SCHOOL

3. The additional areas of responsibility and decision making will be designated as follows:

A. DESIGN -------- The design committee is responsible and accountable for the continuing development of the differentiated staffing pattern.
Staffing Patterns
Job descriptions
D.S. district committee
Review of in-building program

B. CURRICULUM ---- The curriculum committee is responsible and accountable for the continuing development of curriculum to enhance the implementation of the differentiated staffing program.
Define "curriculum"
Review present curriculum
Investigate innovative curriculum
Curriculum consultants
Curriculum coordinators

C. SCHEDULING----- The scheduling committee is accountable and responsibile for the development of scheduling in relation to further developments of the D.S. pattern and curriculum development.
Investigation of innovative schedules
Develop schedule for ensuing year
Work with schedule conflicts or weaknesses

D. EVALUATION ---- The evaluation committee is responsible and accountable for the development and implementation of tools for evaluation of the total D.S. program.
Develop workable tools
Implement active program of evaluation
Insure evaluation responsibilities are being met

PART II

1. At the beginning and end of each year, a list of pending decisions to be made, new directions and or priorities to be set will be posted and presented orally to the total staff for discussion.

2. Additional total staff meetings for the same purpose will be held as necessary.

3. At the beginning and end of each year, every staff member will have an opportunity to choose to be a permanent member of any of the committees of responsibility.

4. The decision making body relating to the continuing development of the total D.S. program of Mountain View will consist of the permanent members of the different responsibility committees and those staff members who choose to become involved and voting members on a specific decision.

5. In order to be a voting member of the decision making body, a staff member who is not a permanent member of a responsibility area must state his intention to do so, commit the time necessary to work on committee level development of a

DECISION MAKING PROCEDURE FOR MOUNTAIN VIEW SCHOOL (continued)

proposal, and follow it through in D.S. meetings to a final decision according to the decision making proceudre outlined in Part III.

6. Staff members who are not permanent members of a responsibility area may become involved on a specific issue at either Step 1 or Step 2 in the decision making procedure.

7. Any staff member may attend either D.S. decision making meetings or committee meeting for the purpose of feedback or input.

8. Those persons listed in Part II, #4 will make the final decision.

9. Total staff will implement the decision.

10. Permanent members of the respective areas of responsibility will be accountable for the continuing development of programs in their respective areas.

PART III

DECISION MAKING PROCEDURE

1. Proposals on priorities can be initiated from two areas:
   a. individual initiative
   b. committee initiative

2. Interested staff will meet and set a time line for progress on the proposal, including scheduling of a D.S. meeting(s) for consideration of the proposal.

3. Committee or individual will design a proposal.

4. The proposee will present his proposal to the appropriate responsibility committee(s) according to the time line established in Part III, #2.

5. At the meeting the responsibility committee members will break in to two small groups and discuss the proposal, giving oral and written feedback.

6. Committee members will be accountable for presenting the proposal to the curriculum areas of the school.

7. The area leaders of the school are responsible and accountable for scheduling the meetings in PART III, #7.

8. The purposee will again meet to discuss revisions or new direction indicated by feedback received in PART III, #5 and #7.

9. After the above procedure has been followed, the proposee may then call for a decision by the decision making body consisting of those people listed in PART II, #4.

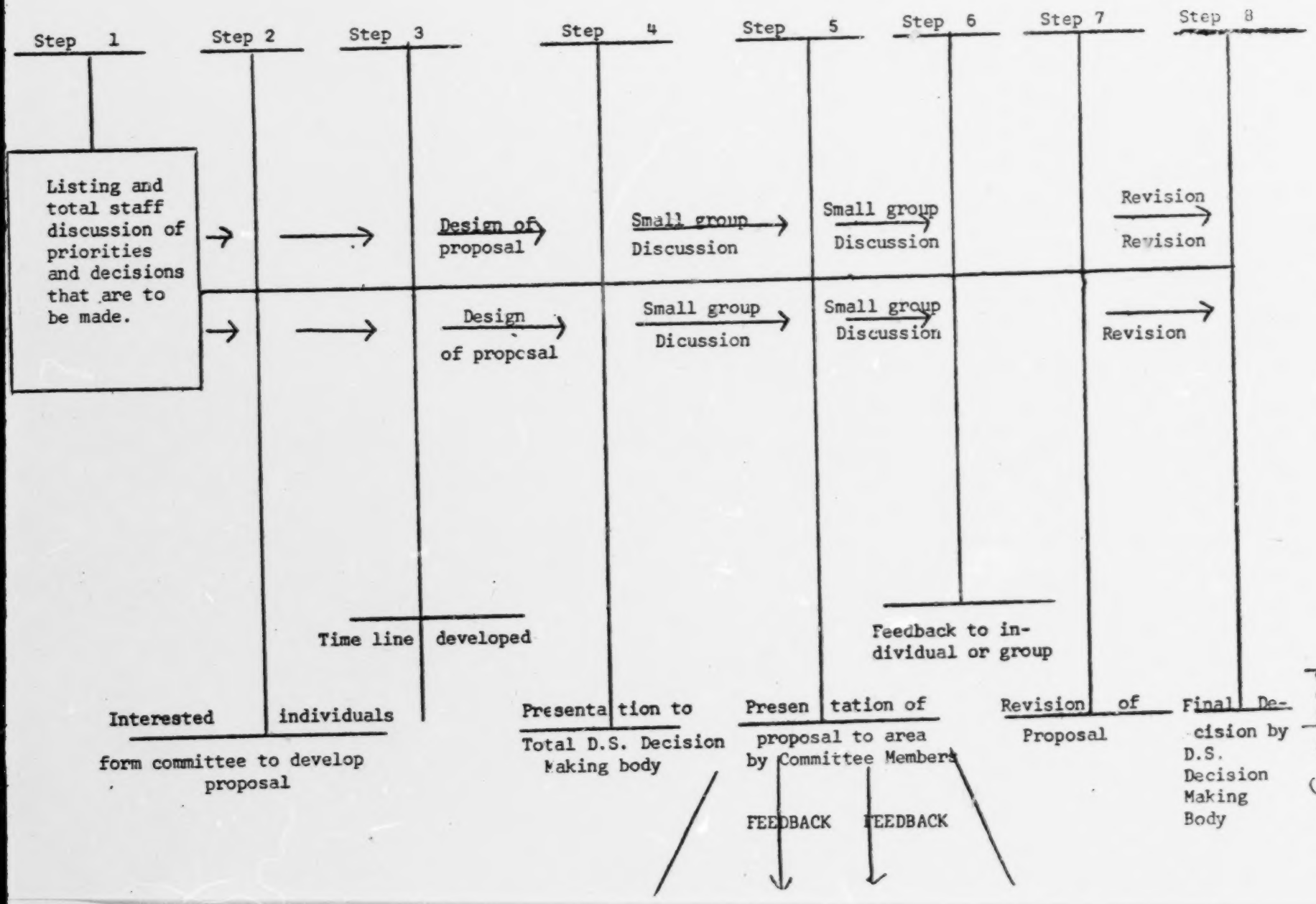
PART IV

Appropriate changes in job descriptions will be made as soon as possible to reflect the changes in accountability and responsibility necessitated by the implementation of this proposal.

PART V

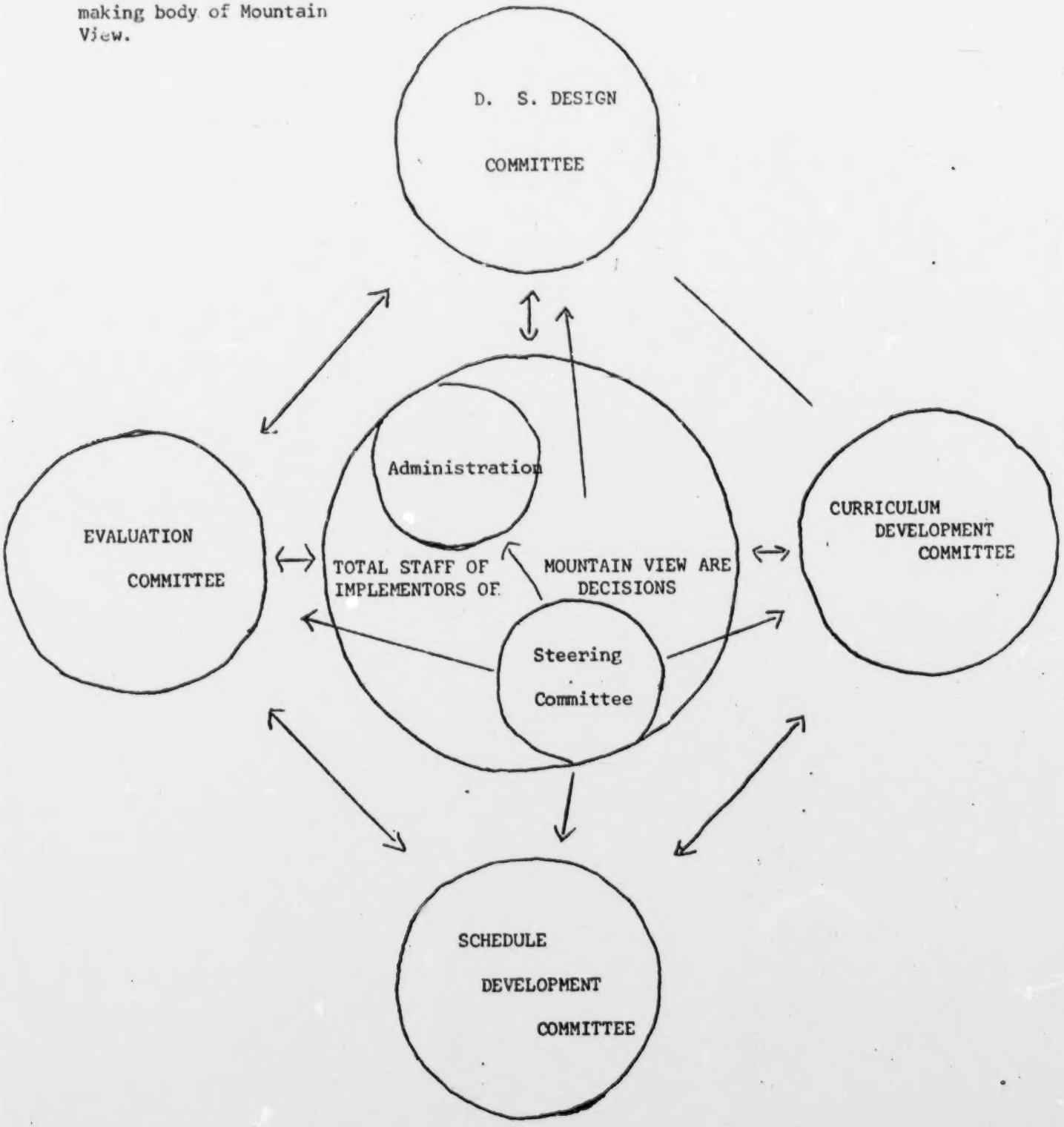
A committee will be established as soon as practical to research a method of remuneration for additional responsibilities.

DECISION MAKING PROCEDURE FOR MOUNTAIN VIEW SCHOOL



COMMUNICATION DIAGRAM

*Satellite groups
(No matter how many)
constitute the decision
making body of Mountain
View.



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DECISION MAKING AT MOUNTAIN VIEW SCHOOL

Mountain View School, being a part of School District 48, has certain existing perimeters in which it must operate, before any decision making pattern or operational plans can be designed and adopted, accountability must be incorporated. This is determined by district fixed policies and procedures. Building administrators are ultimately responsible for personnel, curriculum, students, policies and operational procedures within a school and all decisions made by the Mountain View staff must have the principal's approval. To implement building philosophy requires total staff participation and commitment.

Section I Function of the Steering Committee

The function of the Steering Committee is to route all decisions to the appropriate realm. The Steering Committee is responsible to see that decisions are made in the proper realm*

Section II Scope of Decision Making Realm

Attached.

* see operational procedure

	Areas	Area Leaders	Total Staff	DS/DM Group	Administration	Central Offi
BUDGET	1. Individual teacher submits requests. 2. Establishes budget priorities	1. Co-ordinates area budget.			1. Co-ordinates school budget.	1. Final decision.
SCHEDULING	1. Establish schedule priorities, e.g.-team planning, blocks of time. 2. Individual requests teaching assignment.	1. Assist administration in assigning teachers to the schedule.	1. Implements schedule.	1. Develops schedule philosophy and direction. 2. Works to solve problems in existing schedule. 3. Set priorities for building schedule.	1. Organize and develop master schedule.	
PERSONNEL	1. Interviews prospective assistants and team members. 2. Individual teacher makes welfare recommendations to area leaders or administration.	1. Interviews and makes recommendations for hiring. 2. Makes welfare recommendation for instructional staff in their area.			1. Makes recommendations to Central Office for hiring and welfare of staff members with assistance of area leaders.	1. Final decision.
CURRICULUM	1. Develops area philosophy. 2. Develops curriculum innovations. 3. Requests curriculum development time. 4. Develops scope and sequence.	1. Accountable for curriculum in area. 2. Recommends for allocation of curriculum development time and personnel.	1. Implements curriculum.	1. Develops overall building curriculum philosophy programs and trends 2. Set priorities for building curriculum.	1. Accountable for building curriculum.	

	Areas	Area Leaders	Total Staff	DS/DM Group	Administration	Central O
BUILDING PHILOSOPHY	1. Establishes area philosophy 2. Implements building philosophy.	1. Accountable for area implementing building philosophy.	1. Implements building philosophy.	1. Design, develop, and perpetuate building philosophy. 2. Sets priorities for building philosophy.	1. Participates with D.M. group.	
D.S. PROGRAM	1. Implements D.S. program.	1. Accountable for area implementing D.S. program.	1. Implements D.S. program.	1. Designs, develops, and perpetuates D.S. program, i.e. - staffing patterns, job descriptions and alterations in programs. 2. Co-ordinates workshops. 3. Sets priorities for D.S. program.	1. Participates with D.M. group 2. Makes decisions referred by steering committee. 3. Accountable to Project Director.	1. Projec Director.
BUILDING SECURITY MANAGEMENT & MAINTENANCE OF BUILDING	1. Recommends guidelines for use of facilities.		1. Recommends and implements.		1. Accountable to Central Office	1. Final decisio
GENERAL DECISIONS			1. Participates with administration in making general decisions, e.g.- student problems, prof. organization, school discipline, District policy - (snow days)			
			1. Staff problems- Social committee decisions		1. Accountable to Central Office for building decisions.	

Section III Decision Making Procedure within Realms

1. Area - to be determined by individual area.
2. Area Leader - to be determined by group.
3. Total Staff - see staff Operational Procedure.
4. DS/DM Group - see DS/DM procedure.
5. Administration - to be determined by group.
6. Central Office - refers to policy hand book.

Section IV Steering Committee

A. Rules and Responsibilities

1. Steering committee shall be a routing committee, that shall have no veto or tabling power. It is not a decision making group.
2. The steering committee will designate those proposals, policies, or decisions to the appropriate decision making realm.
3. This committee shall accept and disseminate, to the staff, proposals or decisions by any individual or group.
4. This committee shall see that decisions are made in the proper realm.
5. It shall act as an information assimilation and dissemination.

B. Organization

1. The steering committee shall be made up of the principal to act as chairman.
2. The other positions to be applied for shall include ~~two~~ one administrators, ~~one~~ area leader, one assistant, ~~one staff~~ two teachers and one member at large.
3. All applications for the steering committee shall be submitted to the principal.
4. A ballot must be presented to the building staff by_____. (date)
5. A candidate must receive a majority of those voting to be elected.

DECISION MAKING PROCEDURE FOR MOUNTAIN VIEW SCHOOL

Mountain View school, being a part of School District #48, has certain existing perimeters in which it must operate. Before any D.S. decision-making pattern or operational plans can be designed and adopted, accountability must be incorporated. This is determined by district-fixed policies and procedures. Building administrators are ultimately responsible for personnel, curriculum, students, policies and operational procedures within a school and all decisions made by the D.S. staff must have the principal's approval.

Because of these fixed policies, the D.S. philosophy, and the time element required for some quick decisions to be made, it is proposed that an eight-member steering committee be established. Ongoing members of this committee shall be: principal, vice-principal, instructional coordinator, director of guidance and a method specialist. Additional members shall be: one area leader, one staff teacher, and one classroom assistant with a year's minimum staff experience. They (the additional members) shall be selected yearly through application and election by the Mountain View staff.

SECTION I - RULES AND REGULATIONS

1. The steering committee, being a filtering committee, shall have no veto or tabling power. It shall act as an information assimilator and disseminator.
2. As the need arises, the steering committee will designate those procedures and policies which should be specifically D.S. staff responsibilities and/or those which should be administrative responsibilities.
3. This committee shall accept and disseminate, to the D.S. staff, proposals by any individual or group.

SECTION II - CANDIDACY APPLICATION PROCEDURES

1. All applications for the steering committee shall be submitted to the principal.
2. A ballot form must be presented to the voting staff the 3rd Monday of May. Successful nominees and D.S. staff must be notified before the 4th Monday of May.
3. A candidate must receive a majority of those voting to be elected.

SECTION III - OPERATIONAL PROCEDURE

1. Regular meetings shall be held (weekly).
2. Emergency meetings may be called at the discretion of the principal or the steering committee.
3. At least 6 members of the steering committee must be present to make decisions on designated responsibilities and at least 5 must agree to constitute a decision.
4. A ditto copy of all designated responsibilities will be prepared for D.S. staff.

DECISION MAKING PROCEDURE FOR MOUNTAIN VIEW SCHOOL

PART I

1. Every member of the Mountain View Staff is an implementor of the total Differentiated Staffing program.

2. Any member of the staff may choose additional areas of responsibility outside of implementation of the total program.

3. The additional areas of responsibility and decision making will be designated as follows:

   A. DESIGN -------- The design committee is responsible and accountable for the continuing development of the differentiated staffing pattern.
   Staffing Patterns
   Job descriptions
   D.S. district committee
   Review of in-building program

   B. CURRICULUM ---- The curriculum committee is responsible and accountable for the continuing development of curriculum to enhance the implementation of the differentiated staffing program.
   Define "curriculum"
   Review present curriculum
   Investigate innovative curriculum
   Curriculum consultants
   Curriculum coordinators

   C. SCHEDULING ---- The scheduling committee is accountable and responsibile for the development of scheduling in relation to further developments of the total D.S. pattern and curriculum development.
   Investigation of innovative schedules
   Develop schedule for ensuing year
   Work with schedule conflicts or weaknesses

   D. EVALUATION ---- The evaluation committee is responsible and accountable for the development and implementation of tools for evaluation of the total D.S. program.
   Develop workable tools
   Implement active program of evaluation
   Insure evaluation responsibilities are being met

PART II

1. At the beginning and end of each year, a list of pending decisions to be made, new directions and/or priorities to be set will be posted and presented orally to the total staff for discussion.

2. Additional total staff meetings for the same purpose will be held as necessary.

3. At the beginning and end of each year, every staff member will

have an opportunity to choose to be a permanent member of any of the committees of responsibility.

4. The decision making body relating to the continuing development of the total D.S. program of Mountain View will consist of the permanent members of the different responsibility committees and those staff members who choose to become involved and voting members on a specific decision.

5. In order to be a voting member of the decision making body, a staff member who is not a permanent member of a responsibility area must state his intention to do so, commit the time necessary to work on committee level development of a proposal, and follow it through in D.S. meetings to a final decision according to the decision making procedure outlined in Part III.

6. Staff members who are not permanent members of a responsibility area may become involved in a specific issue at either Step 1 or Step 2 in the decision making procedure.

7. Any staff member may attend either D.S. decision making meetings or committee meetings for the purpose of feedback or input.

8. Those persons listed in Part II, #4 will make the final decision.

9. Total staff will implement the decision.

10. Permanent members of the respective areas of responsibility will be accountable for the continuing development of programs in their respective areas.

PART III

DECISION MAKING PROCEDURE

1. Proposals on priorities can be initiated from two areas:
   a. individual initiative
   b. committee initiative

2. Interested staff will meet and set a time line for progress on the proposal, including scheduling of a D.S. meeting(s) for consideration of the proposal.

3. Committee or individual will design a proposal.

4. The proposee will present his proposal to the appropriate responsibility committee(s) according to the time line established in PART III, #2.

5. At the meeting the responsibility committee members will break in to small groups and discuss the proposal, giving oral and written feedback.

DECISION MAKING PROCEDURE FOR MOUNTAIN VIEW SCHOOL

6. Committee members will be accountable for presenting the proposal to the curriculum areas of the school.

7. The area leaders of the school are responsible and accountable for scheduling the meetings in PART III, #7.

8. The proposee will again meet to discuss revisions or new direction indicated by feedback received in PART III, #5 and #7.

9. After the above procedure has been followed, the proposee may then call for a decision by the decision making body consisting of those people listed in PART II, #4.